

**Strand:** Geometry  
**School:** Kingswood Drive

**Grade:** 3

Lesson Goal	Diagnostic lesson to assess student vocabulary in Geometry, specifically 2D vs. 3D terminology
Curriculum Expectations	<ul style="list-style-type: none"> <li>- Identify and compare various polygons and sort them by their geometric properties</li> <li>- Compare and sort prisms and pyramids by geometric properties using concrete materials</li> <li>- Identify and describe the two-dimensional shapes that can be found in a three-dimensional figure</li> </ul>
Big Idea(s)	<ul style="list-style-type: none"> <li>- Properties of 2D shapes and 3D figures</li> <li>- Geometric relationships</li> </ul>

3 Part Lesson Plan	Materials
<b>Getting Started (Minds On...)</b>	
Instructional Grouping: small groups → whole class <ul style="list-style-type: none"> <li>- Groups are given a bin of various geometric solids and asked to sort them any way they like</li> <li>- Groups share their criteria for sorting and teacher makes a list on the lcd screen of terminology used</li> <li>- Groups are asked to sort once more using a different set of criteria</li> <li>- Groups once again share and teacher records terminology</li> </ul>	<ul style="list-style-type: none"> <li>- Various geometric solids</li> <li>- Lcd or chart paper or chalkboard</li> </ul>
<b>Working On It (Action!)</b>	
Instructional Grouping: pairs → small groups <ul style="list-style-type: none"> <li>- Using concrete building materials of their choice, students build a geometric solid with their partner and keep it secret (solids are built behind barriers, in this case students used their writing folders)</li> <li>- Once solids are constructed, pairs take turns describing their solid to another pair of students as they try to guess what figure was constructed, students are reminded to use mathematical vocabulary and can refer to the list on the lcd screen if they need to</li> </ul>	<ul style="list-style-type: none"> <li>- Various building materials for constructing geometric solids (toothpicks, straws, plasticine, tape, marshmallows, wooden skewers...)</li> <li>- Barrier (folders, Bristol board...)</li> </ul>
<b>Reflecting and Connecting (Consolidate/Debrief)</b>	
Debrief Strategy: Math Congress <ul style="list-style-type: none"> <li>- Selected pairs will present their “descriptions” to the class</li> <li>- As students present, the teacher records their vocabulary on the lcd screen on a T-chart (the teacher places 2D specific words in the left column and 3D specific words in the right column without labeling the columns or telling students why the words are arranged in two columns)</li> <li>- The teacher asks students why the words on the T-chart have been sorted and what the criteria for sorting is, leading students to realize how some words are 2D specific and others are 3D specific</li> </ul>	<ul style="list-style-type: none"> <li>- Lcd</li> </ul>
<b>Follow-up</b>	
<ul style="list-style-type: none"> <li>- In their math journals, students are asked to create a riddle to describe their solid using the terminology from the right side of the T-chart or they can revisit their previous description and modify the clues to make them more challenging</li> </ul>	<ul style="list-style-type: none"> <li>- Student math journals</li> </ul>